

<https://doi.org/10.23913/ride.v11i21.703>

*Artículos Científicos*

## **El desempeño docente desde la perspectiva de la práctica profesional**

*Teaching Performance from the Perspective of Professional Practice*

*Desempenho docente na perspectiva da prática profissional*

**Guadalupe Iván Martínez Chairez**

Escuela Normal Rural Ricardo Flores Magón, México

[ivan.martinez@enrrfm.edu.mx](mailto:ivan.martinez@enrrfm.edu.mx)

<https://orcid.org/0000-0001-7925-6305>

**Ana Yocihra Esparza Chávez**

Universidad Pedagógica Nacional del Estado de Chihuahua, México

[anaesparzachavez@gmail.com](mailto:anaesparzachavez@gmail.com)

<https://orcid.org/0000-0001-7238-8612>

**Rosa Isela Gómez Castillo**

Escuela Normal Rural Ricardo Flores Magón, México

[rosygomez@mac.com](mailto:rosygomez@mac.com)

<https://orcid.org/0000-0002-6891-8526>

## Resumen

El presente estudio se desarrolló en la región centro sur del estado de Chihuahua, en el Sector Educativo 25, el cual está integrado por cinco zonas escolares. La investigación se realizó mediante un paradigma pragmático con un enfoque mixto y un diseño secuencial exploratorio correlacional. En este documento se exponen los resultados de la fase cuantitativa y el contraste de las dos fases del estudio, con base en el objetivo de conocer la relación entre la evaluación del desempeño docente en su práctica y la evaluación docente a través de una prueba estandarizada. Algunos de los resultados son que 2.4 % de la muestra representativa presentó un excelente desempeño docente, 7.3 % un mal desempeño docente y 39 % de los docentes observados registró un buen desempeño docente. Existe una relación  $-0.416$  con una significancia menor 0.05 entre los años de estar trabajando en la misma escuela y el desempeño docente; no existe asociación entre el grado de estudios del profesor y el desempeño docente; además, se encontró que la correlación entre el desempeño docente en la práctica profesional y el desempeño docente evaluado a través de una prueba estandarizada es de 0.099, pero con una significancia de 0.686, por ende, en esta investigación se establece que no existe relación. Y se concluye que es necesario una evaluación del desempeño docente dentro del aula, la cual refleje un panorama real de la práctica del profesorado, además de proporcionarle una retroalimentación para mejorar las áreas de oportunidad detectadas, debido a que un examen no refleja el desempeño docente contextualizado a las situaciones que se presentan en el actuar diario.

**Palabras clave:** desempeño docente, evaluación docente, modelos de evaluación docente, práctica reflexiva, prueba estandarizada.

## Abstract

The present study was developed in the central south region of the state of Chihuahua, in Educational Sector 25, which is made up of five school zones. The research was carried out through a pragmatic paradigm with a mixed approach with correlational sequential exploratory design. This document presents the results of the quantitative phase and the contrast of the two phases of the study, based on the objective of knowing the relationship between the evaluation of teacher performance in their practice and the teacher evaluation through a standardized test. Some of the results are: 2.4 % of the representative sample presented excellent teaching performance, 7.3 % poor teaching performance, and 39 % of teachers observed presented good teaching performance. There is a -0.416 relationship with a significance of less than 0.05 between the years of working in the same school and the teaching performance; there is no association between the degree of studies of the teacher and their teaching performance; it was also found that the correlation between teacher performance in professional practice and teacher performance evaluated through a standardized test is 0.099, but with a significance of 0.686, therefore, in this research it is established that there is no relationship. Therefore, it is concluded that an evaluation of the teaching performance within the classroom is necessary, which reflects a real panorama of the practice of the teaching staff, in addition to providing a feedback to improve the areas of opportunity detected, because an exam does not reflect the contextualized teaching performance to the situations that occur in daily acting.

**Keywords:** teaching performance, teacher evaluation, models of teacher evaluation, reflective practice, standardized test.

## Resumo

Este estudo foi realizado na região centro-sul do estado de Chihuahua, no setor educacional 25, formado por cinco zonas escolares. A pesquisa foi realizada utilizando um paradigma pragmático, com abordagem mista e desenho seqüencial exploratório correlacional. Neste documento, são apresentados os resultados da fase quantitativa e o contraste das duas fases do estudo, com base no objetivo de conhecer a relação entre a avaliação do desempenho do ensino em sua prática e a avaliação do ensino através de um teste padronizado. Alguns dos resultados são que 2,4% da amostra representativa apresentou um excelente desempenho docente, 7,3% um fraco desempenho docente e 39% dos professores observados registraram um bom desempenho docente. Existe uma relação  $-0,416$  com significância inferior a  $0,05$  entre os anos de trabalho na mesma escola e o desempenho docente; não há associação entre o grau de instrução e o desempenho do professor; Além disso, verificou-se que a correlação entre desempenho docente na prática profissional e desempenho docente avaliado por teste padronizado é de  $0,099$ , mas com significância de  $0,686$ , portanto, esta pesquisa estabelece que não há relação. E conclui-se que é necessária uma avaliação do desempenho do ensino em sala de aula, o que reflete um panorama real da prática de ensino, além de fornecer feedback para melhorar as áreas de oportunidade detectadas, porque um exame não reflete o desempenho do ensino contextualizado às situações que surgem na ação diária.

**Palavras-chave:** desempenho do professor, avaliação do professor, modelos de avaliação do professor, prática reflexiva, teste padronizado.

**Fecha Recepción:** Febrero 2020

**Fecha Aceptación:** Julio 2020

## Introduction

Since the 1990s, the Mexican Government has considered teacher evaluation as a strategic tool for improving the educational system. Since then, with each new six-year term, educational reforms have been undertaken through which the current president, according to his ideology, and following the prevailing political-pedagogical currents, gives a new approach to said evaluative practice.

These educational reforms are presented to society as a solution to improve the service provided, which implies a change of plans and study programs in basic education. An example of this is the General Law on Professional Teaching Service (LGSPD), recently repealed, which held that the core of the problem in the education sector was teachers. This was evident within the National Development Plan (PND) 2013-2018 (Government of the Republic, 2013), which established that it was necessary to change to a system of professionalization of the teaching career: the method to achieve this was the strengthening of the initial training and selection processes for teachers. "The need for better-trained teachers, principals, and supervisors stands out as the main way to improve the quality of basic education" (Gobierno de la República, 2013, p. 61). For this reason, an evaluation of teaching performance was necessary, which implied submitting to a standardized test for admission, permanence or promotion.

With the change of federal government, the discussion on the subject is resumed in order to reach a national agreement that includes the vision of the different actors in education. Thus, the "DECREE by which various provisions of articles 3, 31 and 73 of the Political Constitution of the United States of Mexico are amended, in education, is drafted (Official Gazette of the Federation [DOF] , May 15, 2019). This characterizes teachers as follows:

They are fundamental agents of the educational process and, therefore, their contribution to social transformation is recognized. They will have the right to have access to a comprehensive system of education, training and updating, fed by diagnostic evaluations, to fulfill the objectives and purposes of the National Educational System. (DOF, 15 de mayo de 2019, párr. 8).

It also stipulates that evaluations will consider the knowledge, skills and experience necessary to guide the learning process.

Based on the above, the following research question is proposed: what is the relationship between the evaluation of teaching performance in your practice and the teaching evaluation through a standardized test?

The evaluation of teaching performance should be a systematic process from which reliable data is obtained that allows verifying the educational effect on students, where the achievement of learning and development of skills is perceived; but a standardized evaluation that homogenizes both teachers and students and that starts from hypothetical situations is not the ideal instrument to evaluate everything that the teacher is doing in his classroom in the face of the different circumstances that arise in his daily work.

For Flores (2008), the teaching performance:

It involves a set of decisions, activities and tasks, in which the teacher participates in an institutional context, aimed at training people capable of contributing and transforming their socio-cultural environment; its evaluation is an essential requirement to improve educational quality (p. 82).

The problem now is to establish in the evaluation what you want to measure and how to do it, for example, the standardized instruments that have been used only give a score to qualify the teachers, which has served to advance in the levels of teaching career, or being classified as suitable or not to enter, perform the teaching function or achieve promotion within the educational system, but do not provide information on the conditions of teaching work on a daily basis, in order to identify their strengths, as well as the areas of opportunity, which allows improving the teaching process, and therefore, that of student learning.

In Table 1, following Flores (2008), different models of evaluation of teacher performance can be observed.

**Tabla 1.** Modelos de evaluación docente

Modelo	Descripción
Centrado en el perfil del docente	Este modelo consiste en evaluar el desempeño de un docente de acuerdo con el perfil profesional previamente determinado.
Centrado en los resultados obtenidos	Consiste en evaluar el desempeño docente mediante la comprobación de los aprendizajes o resultados alcanzados por sus alumnos. Los representantes de este sostienen que, para evaluar a los maestros, el criterio que hay que usar no es el de poner la atención en lo que hace éste, sino mirar lo que acontece a los alumnos como consecuencia de lo que el profesor hace.
Centrado en el comportamiento del docente en el aula	Este modelo propone que la evaluación de la eficacia docente se haga identificando aquellos comportamientos del profesor que se consideran relacionados con los logros de los alumnos. Dichos comportamientos se relacionan, fundamentalmente, con la capacidad del docente para crear un ambiente favorable para el aprendizaje en el aula.
Centrado en la práctica reflexiva	Modelo que se fundamenta en una concepción de la enseñanza como “una secuencia de episodios de encontrar y resolver problemas, en la cual las capacidades de los profesores crecen continuamente mientras enfrentan, definen y resuelven problemas prácticos” a la que (Schön, 1998) llama reflexión en la acción y que requiere de una reflexión sobre la acción o evaluación después del hecho para ver los éxitos, los fracasos y las cosas que se podrían haber hecho de otra manera.
Centrado en estándares	Modelo que considera a los estándares de desempeño como patrones o criterios que permiten emitir en forma apropiada juicios sobre el desempeño docente, con el objetivo de establecer criterios para evaluar el desempeño docente, sugerir cómo ha de

	<p>organizarse la formación docente y los contenidos necesarios y fundamentar y tomar decisiones relacionadas con la formación y /o desempeño profesional.</p>
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Fuente: Elaboración propia con base en Flores (2008)

According to this categorization, the teaching evaluation in Mexico consisted of applying a standardized test to the students. However, going a little further, the teachers participating in this study express that the items found in the instrument were not in accordance with the real needs of the students nor did they respect the diversity existing in each classroom; Despite this, the result obtained by the group had repercussions for valuing the teacher's work; In addition, the teaching staff presented tests of great depth that homogenized the teaching profession.

The evaluation focused on standards was proposed both in the universal evaluation and in the entrance, promotion and permanence exams established in the LGSPD, this through a standardized exam applied to teachers, from whom judgments were made about their performance without considering their performance against to the real situations, only according to the fictitious ones that were shown in said instrument. For Santiago, McGregor, Nusche, Ravela y Toledo (2012):

Standardized tests do not consider the specific context teachers face and ignore the specific objectives of the schools where they work. Furthermore, the evaluation is not performed by an evaluator who is in a better position to understand the teacher's specific circumstances, for example, someone from school management or supervision, so that they can provide well-informed feedback so that the teacher is more responsive to needs. local. In short, the instruments currently used lack interaction with the real world of the school-classroom (p. 122).

The counterpart is models focused on reflective practice and on teacher behavior in the classroom. These provide data on what the teachers actually do in their work with the students, which provides the possibility of detecting the deficiencies that exist, from the planning of classes that is done based on the characteristics of the group to its execution against This, which allows, in turn, to know their weaknesses and make decisions to reduce the problems experienced in the classroom.

Santos Guerra (cited in Flores, 2008) agrees that the evaluation of teaching performance should be a tool to transform practice, so that each teacher can be improving their role in the



learning process, and thus, students achieve mobilizing knowledge effectively. With all this, it is also left aside to label teachers as good or bad, suitable or unsuitable, or as creditors of economic stimuli or not.

Finally, Sanmartí (2010) points out that it is doubtful that teachers, just because they are constantly evaluating themselves, can overcome the problems they have in their teaching practice; on the contrary, it is necessary that they be supported with the means for both learning and teaching and, consequently, impact on student learning.

## Method

This research was carried out through a pragmatic paradigm that considers that knowledge arises from the actions, situations and conditions that preceded. It gives greater emphasis to what works, as well as to the solution of the problem, for this reason the researchers use different approaches (Creswell, 2003). It is a mixed type, with a sequential correlational exploratory procedure. The first phase is qualitative in order to explore the object of study according to the teachers' perspective, through the research question: how to evaluate teacher performance from the teachers' perspective? The aforementioned allowed the development of an instrument to assess teaching performance.

The second phase consisted of the application of said instrument to assess the teaching performance through observations of professional practice sessions of the teachers of the school zone 125. The instrument is made up of 77 items that integrate the dimensions Class planning, Procedures methodologies, teaching aids, learning environments and teaching practice. It has a reliability of 0.957, a score of 0.865 in construct validity. On the other hand, the expert judging technique for content validity yielded an ICI (Inter-observer concordance index) of 96.10%.

The application of the instrument yielded quantitative data that were subjected to descriptive and inferential statistical tests, in order to reject or not the hypotheses raised. This document presents the results of the quantitative phase and the contrast of the two phases of the study. The following question was taken as a guide: what is the relationship between the evaluation of teacher performance in your practice, and the teacher evaluation through a standardized test? The present study worked with a sample of 135 teachers who work in five school zones that make up the educational sector 125.

## Results

In accordance with the phases of this study, the application of the instrument allowed to collect information on teacher performance in their professional practice within the classroom. Their analysis yielded the following quantitative results, in addition to providing a contrast between the qualitative and quantitative phases, which is presented below.

### Teaching performance in professional practice

As can be seen in figure 1, when applying the instrument for the evaluation of teaching performance, only in the Learning environments dimension did teachers obtain a percentage greater than 50%; in the others that make up this evaluation instrument, this percentage is not reached.

The first dimension is the so-called Class Planning. There it was found that, in the representative sample, 53.84% presented lesson plans that were not prepared by the participating teachers, since they were copied, downloaded from the Internet or purchased, therefore, it is inferred that they were not carried out based on the needs, interests, and even possibilities of the students served.

Likewise, it was observed that 5.1% of the analysis units propose different activities for the performance levels of their students, that is, the activities that teachers present to their students are planned for a homogeneous group, without attending to the interests, needs, styles and rhythms of learning that each one presents, greatly limiting the necessary adaptations. Through these results, it can be seen that teachers use didactic planning as an administrative requirement, which they must present to the director to be accountable, but it is not being used as a tool to guide their professional practice, where ways of act against situations that could occur inside the classroom.

It was also found that 51.28% of the sample includes different evaluation instruments. Among the most frequent are checklists or checklists, which are used to record whether students worked, behaved well, or completed tasks; reason why less importance is given to the process that leads them to achieve the expected learning, or to the purposes that are marked in the programs of each grade. The responsibility for this process falls directly on the teacher; only 2.5% propose the co-evaluation and 5.1% the self-evaluation.

It should be noted that well-designed planning, or implementing it as planned, does not guarantee success in practice or the achievement of learning and the development of competencies, since this is a preliminary decision of several events that could happen in reality, but there is no certainty that these will indeed happen.

Therefore, planning is a tool that guides the educational process within the classroom, which can be modified by the problems that arise, but learning activities must be designed in accordance with the needs of the students with whom they are involved. is working, taking into account what is expected to be learned, in addition to how the students learn. Planning is not only filling in the elements of a format according to the current study program, but it is the moment in which the teacher articulates his disciplinary, pedagogical, curricular knowledge and his teaching experience around learning situations.

Regarding the dimension called Methodological procedures, it was found that the study sample reached 43.5% as an indicator of achievement. It was found that 61.53% use procedures that guide the student to develop their skills independently, however, it is not guaranteed that these skills are actually developed.

It also showed that 56.41% of the participants in this research, in their teaching performance, put into practice activities to promote the development of their reflective thinking in the student, but the video recordings show that only 35% of the teachers perform functions as guide, counselor. : the direction of the learning process without anticipating the reasoning and judgments of the children, thereby promoting the student as the center of learning.

The methodological procedures include the teacher's own activities such as planning, organization and orientation of the student's activities in the learning process, but without neglecting the interest and learning styles of their students. In such a way that the didactic approach that the teacher applies becomes relevant, in addition to that established through the proposals in the programs for the achievement of learning and the development of competences.

From the data, it is found that 25% of the participants stimulate the search for information from various sources, which allows the student to analyze various texts in order to make an informed decision, and thus develop in this information age. In addition, 43.58% of teachers apply a didactic approach that allows students to develop their cognitive

independence, but only 7.6% use different levels of help so that students can reflect on their error or problem they face with the in order to rectify or overcome it.

The term methodology not only implies the focus of the teacher or the role of the student in the learning process, but also considers another element at stake: the resources available to the teacher to carry out their work, called in this study as means of teaching. In other words, according to Latorre and Seco (2013), the teaching methodology must contemplate the approach of the teacher, the role of the student and the means of teaching; emphasizing only one element would not imply talking about methodology.

The constant technological evolution forces the teacher not to keep in the exclusive use of the resources that were effective for him long ago, since the students of today are children who are growing up in the age of technology. For this reason, within the repertoire of teaching resources, information and communication technologies (ICT) are necessary. However, in contrast, in the Teaching Means dimension, teachers reached only 17.52% of the achievement percentage. This result denotes that most of the representative sample of this research does not use didactic resources that are beyond the notebook and the textbook, which causes disinterest on the part of the students in the proposed activities. If this panorama is produced in a very similar way in other school zones, both in the region and the state or the country, it can explain why students find time at home more attractive: they have access to various technologies.

Now, 23.07% of the participants use recreational activities during their teaching practice in order to motivate students in their learning process, 10.25% plan activities with concrete material, 2.5% support their classes with visual material and 38.46% use material written as a supplemental resource. Among the most recurring means by the teacher, 100% use the blackboard, in addition to oral discourse.

In the learning environments dimension, teachers obtain their best percentage of achievement: 67.39%. This figure allows us to suppose that teachers, in their professional practice, consider the physical aspects of the classroom, the content to be worked on, the materials on which they can lean and the students. Likewise, 82.05% of the sample in this study, in their work space and time, with their attitudes towards students, favors a climate so that they can express their feelings, as well as respect in the relationships they establish with their peers. In addition to this, 66.66% of teachers create an environment where children develop their communication skills by allowing different arguments to be made.

Along these same lines, 89.74% of the participants use language suitable for children and also show respect for students and their jobs. With these attitudes, the formation of habits and values is promoted through example. But 51.29% of the participants do not favor educational inclusion or attend to diversity, since activities are not carried out for the different learning styles or for the specific needs of the students, that is, it does not apply adjustments.

For the Unesco Regional Education Office for Latin America and the Caribbean [Orealc] (2008), the school is in charge of making the difference in student performance, because the variables associated with the institution lead to a decrease in learning inequalities. Furthermore, according to Orealc (2008), a good learning environment is the most influential variable in school performance, “therefore, the generation of a respectful, welcoming and positive environment is essential to promote learning among students” (P. 178).

In this dimension you can witness the relationship between the formal, the hidden and the real curriculum. The first is understood as the current program for primary education prepared by the Ministry of Public Education (SEP) in 2011 and which prioritizes the achievement of learning and the development of skills; while the real or lived corresponds to how the teacher executes what is established by the SEP in his teaching practice, of course, for this the interpretation that he makes on the formal is essential, according to his training and ideology.

The last of the dimensions, the Teaching Practice dimension showed 39.79% achievement. Here the following results emerge: 48.71% of the teachers carry out the planning presented with immediate authority, carry out most of the activities proposed. In addition, 51.28% applied didactic situations that lead to the achievement of the expected learning that is reflected in the curriculum of the current programs.

According to Sacristán (1991), good teachers “are characterized by developing their teaching practice following a kind of 'agenda' whose content are operational plans to develop work units, made up of other more specific units that can be modeled in a peculiar way” (p. 28). Leinhardt and Greeno (1986, cited in Sacristan, 1991) stipulate that the agenda “is based on an operational action plan that includes activity structures and operational routines. That they are specific versions of schemes belonging to the general knowledge base of teachers” (p. 76).

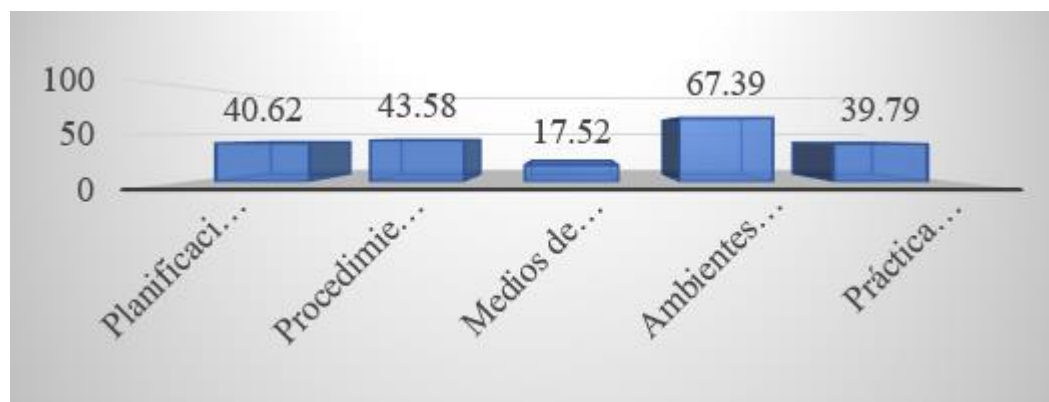
Returning to the results of the dimension in question, 76.92% of the teachers observed have a command of the contents that are addressed in class, but only 35.89% carry out their activities according to the approach established for the subject and with knowledge of the topics to be worked on. Finally, the same percentage of teachers, 35.89%, carry out a correct treatment of methodological procedures.

In the words of Fierro, Rosas and Fortoul (1999), the didactic dimension refers “to the role of the teacher as an agent who, through the teaching processes, guides, facilitates and guides the interaction of students with culturally collective knowledge organized by them, students build their own knowledge”(p. 23).

Therefore, to be effective in teaching practice, it will not be enough to possess disciplinary knowledge, since it will not be transmitted to students; Mastery of the approaches is necessary, and not only theoretically but also practically, so that the teacher designs and executes activities that guide the learning process. Thus, students will be able to face didactic situations with the aim of developing the expected skills and learning.

Finally, it is worth noting that 58.97% of teachers carry out activities that are carried out individually, while the rest, in addition to applying these types of activities, resort to work in pairs, by teams and in groups. Likewise, 48.71% of the sample organizes different activities that tend to an increasing level of complexity. And there is evidence that 48.71% of the participants in this research carry out a formative evaluation; 33.33% present evidence of conducting an attitudinal evaluation, and 38.46% have instruments to assess student procedures.

**Figura 1.** Porcentaje de logro del desempeño docente



Fuente: Elaboración propia

## Relationship between teacher studies and a standardized assessment

For the data on the educational level of the teachers and the results obtained in a standardized evaluation, the chi-square test was applied to corroborate the association between them. The results obtained are shown in Table 2. According to the decision rule proposed, the statistic's value is 96,075 as this is less than the critical value of 101,879, and with a significance of 0.311 greater than the established 0.05, for which does not reject the H0: there is no association between the degree of studies and the score obtained in the standardized tests.

**Tabla 2.** Asociación entre el grado de estudios del profesor y el rendimiento en una prueba estandarizada

<b>Pruebas de chi-cuadrado</b>			
	Valor	Gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	96.075 <sup>a</sup>	90	.311
Razón de verosimilitudes	65.862	90	.974

Fuente: Elaboración propia

## Correlation between teacher performance in professional practice and teacher performance assessed through a standardized test

As can be seen in Table 3, when performing the statistical analysis, it was found that there is a minimal correlation between the teacher's score on a standardized assessment and their teaching performance observed in this study, but since the mean level is greater than 0.05, the data necessary to make statements about this relationship are not available, for this reason the H0 is not rejected: there is no relationship between teacher performance and teacher performance in a standardized assessment.

The evaluation of teaching performance is a systematic process to obtain reliable data that allows to verify the educational effect on students, where the achievement of learning and the development of competencies is perceived, therefore, a standardized evaluation that

homogenizes both teachers is not the ideal instrument to evaluate everything they are really doing in the classroom, where different conditions arise when they are in the middle of teaching.

The evaluation of teaching performance must be a continuous process that offers a judgment on the teacher's intervention in the student's learning process; one in which the different factors that intervene in their professional practice are considered in order to detect the areas of opportunity; therefore, it must be a tool to transform practice with a direct impact on student learning and, with it, stop being a Manichean labeller of teachers: good or bad, suitable or unsuitable, or aspiring or not to economic stimuli.

Even so, submitting teachers to an evaluation through large-scale tests does not guarantee that the problems present in their teaching practice are overcome, but it is necessary that they be supported with the means both to learn and to teach, and in such a way it is impacted in the learning of the students. Thus, the evaluation of teaching performance must be focused on professional practice, which provides evidence on the effectiveness of their educational development, and reveals areas of opportunity on which to make a joint reflection, teacher and evaluator, in order to compensate the problems detected. The role of the evaluation of teaching performance should be that of an ally to support the teacher to have continuous improvement in their profession and not that of being a means to threaten their continuity.

**Tabla 3.** Correlación entre desempeño docente en la práctica profesional y el desempeño docente evaluado a través de una prueba estandarizada

Correlaciones		
		Desempeño docente
Puntaje de profesor en evaluación estandarizada	Correlación de Pearson	0.099
	Sig. (bilateral)	0.686

Fuente: Elaboración propia



## **Relationship between teacher performance and years of work at the school**

From the statistical analysis of these variables using the Pearson's correlation coefficient, a significance level of less than 0.05 was obtained, for this reason the hypothesis  $H_0$  is rejected: there is no relationship between the teacher's performance with the years the teacher has been working in the institution. As can be seen in Table 4, there is a correlation of -0.416, which, according to Hernández, Fernández and Baptista (2006), is considered as the mean between the variables; However, as can be seen, it is a negative correlation, which implies that the greater the number of years of working in the institution, the level of teaching performance is lower, while the fewer years of remaining working in the same institution, his teaching performance is better.

The peculiarity of teachers who have four or less years of working in the educational institution is the motivation that is observed. They carry out their work with great joy, as well as with an energy that drives them to give the extra in their work, they strive so that the students have a good learning process. And contrary to this, it is realized that the teachers who have been working for the most primary years are apathetic or reluctant to innovate in their teaching practice, they are perceived to be in a comfort zone that prevents them from critically analyzing their performance. The determining factor is the presence or absence of motivation in teachers. Motivation, according to Maslow (quoted in Pila, 2012), is defined as follows:

It is the bond that leads that action to satisfy the need. In this sense, motivation becomes an activator of human behavior. Motivational states, as well as attitudinal, are generated by the effect of a set of factors or variables that interact (p. 36).

Given the above, motivation drives teacher behavior to meet their needs. Teachers who have little time to work in an educational institution try to develop their professional practice in the best way, since in them there is a need or desire to be recognized as good teachers by their students, by parents family, by managers.

McClelland (cited in Pila, 2012) expresses that there is a dissatisfaction among teachers for the need for achievement, that is, teachers have the interest to develop as successful professionals, therefore, their actions are in order to excel or stand out with good results. This allows you to accept different responsibilities or challenges to demonstrate your

performance.

**Tabla 4.** Relación desempeño docente con los años de trabajo en la institución escolar

Correlaciones		
		Antigüedad en la escuela
Desempeño docente	Correlación de Pearson	- 0.416**
	Sig. (bilateral)	0.007

Fuente: Elaboración propia

### **Relationship years of service and teaching performance**

For the analysis of the variables that intervene in this hypothesis, the Pearson coefficient was performed, which yielded a significance of less than 0.05, so hypothesis H0 is not accepted: there is no relationship between the teacher's work experience and his performance. Table 5 shows a correlation score between the variables of 0-.316, considered as medium grade but, once again, negative, which implies that having more years of service compared to group, their teaching performance in the classroom decreases. In this research, the aforementioned is manifested in the new or considered new teachers, who, despite some deficiencies in the domain of didactic approaches established in the programs, in their planning or administrative requirements, correct them with the energy and impetus that They have to develop their work, to promote a favorable learning environment, by trying not to homogenize students and innovate in their teaching practice in order to motivate students and acquire meaningful learning.

In counterpart are the teachers who have already completed their work cycle but who have not decided to retire, or those who already have 30 years of service but due to the modification in the retirement system have to continue working, and those who are in a range of service considered as a stage of preparation for retirement. These teachers have one point in common: they base their professional practice on the knowledge they have acquired through experience: they no longer carry out any planning, but are guided by what they already know from textbooks or planning from previous cycles . Likewise, there is an apathy for innovative practices and they even have a lack of motivation to do their job, or to keep updating themselves.

A further classification is that of teachers in a range of 10 to 15 years of service, who hold some teaching consolidation. At this stage teachers find a balance between work experience to attend to the various situations that arise in the classroom everyday, with the strengthening of curricular and pedagogical knowledge to guide their work. A point of stability is reached that allows them to focus their motivation, momentum and knowledge to continue constantly updating themselves to improve their performance, therefore, favoring the learning process.

At the end of this stage, or during it, the teachers are at their zenith and face a dilemma: to become aware in order to reach the last stage of service and continue with this performance or to choose the diversification of tasks, that is to say, choose to start a technical, pedagogical or administrative stage, which allows you to start a process of renewal in your vocation, and revive those attitudes of impetus towards work, in addition to the fact that you already have extensive experience in your teacher training, the which you can share with beginning teachers to fill the gaps in initial training.

If the teacher chooses to continue with the position of teacher in front of a group, he enters the stage of stagnation and decline (15-25 years), in which he has a decline in motivation for his work, he decides to base his professional practice on experience and methodology that he has constantly applied, he begins to feel reluctant to change, presents a lack of interest in the teaching work, and enters a stage of negativity or conformity.

**Tabla 5.** Relación años de servicio con su desempeño docente

Correlaciones		
		Desempeño docente
Años de servicio docente	Correlación de Pearson	- 0.316**
	Sig. (bilateral)	0.044

Fuente: Elaboración propia

## Teaching performance from daily practice

From figure 2, it can be deduced that a teacher with good performance in the classroom is not the one who manages to train his students to adequately solve an exam that also provides a score for the school or for his own record, but one who really cares about the comprehensive training of these, who are aware of their condition, as well as what is necessary so that they can face the problems of their immediate reality.

This type of teacher must know the children in their charge, as well as the community, the socioeconomic situation from which each of them comes and the same place where the institution is located, since this allows them to carry out a contextualized activity planning, that is, according to the needs and interests of his students, where he can design a variety of activities that cater to different learning styles.

With the previous characteristic of planning, the didactic strategies that you propose will be attractive for students because they present situations of reality that they live day by day, therefore, they will find a practical or useful sense for the learning they are building, thus as well as the skills that you are developing.

The teacher, when creating the necessary activities for her group, must constantly remember that these will revolve around the child and her learning process, in addition to the resources that she really has to make efficient use of them. Sometimes this goes unnoticed by teachers. When they copy a plan, they mention video strategies or Internet activities, but at school or in the classroom there is not enough.

Therefore, it is essential that from this first outline of the activities that are intended to be developed, the teacher considers the resources that he will use and that are within his true reach. If it is a video, a printed exercise, or some specific material, you must acquire it beforehand to be able to carry out your planning, because later it falls into improvisation in the classroom.

This organization can be flexible and adapt to certain circumstances that arise within the classroom, which does not mean that there is a green light to constantly change activities in their entirety. In this regard, it should be remembered that planning is a “dynamic work proposal that can be modified or reconsidered when necessary, taking as reference the characteristics of the students, the viability of what is proposed, the factors that favor or hinder the learning of children ”(SEP, 2013b, p. 16).

From this follows the systematization of activities, resources, as well as the time available to the teacher, since these elements as a whole are the work proposal. Through its execution, the students will be able to build their learning, because the most viable actions to achieve it were contemplated in its design. Assessment instruments that provide information on both student and teacher activities must also be included.

The teachers who reached an outstanding level in their evaluation of teaching performance within this research raised within their planning and observed in their professional practice the use of teaching materials and resources that favor the learning process. However, in order for these to have a positive effect on learning, it is essential to know who you are working with. The teacher must identify the learning styles, needs and interests of their students to develop the appropriate materials. There are teachers who resort to monotony of resources: they only handle oral discourse or the excessive use of printed exercises, which causes the students to not pay attention to the activity or their interest to be lost quickly.

Teachers who did not integrate technology into their class were also observed. It should not be forgotten that today children live a life governed by technology, therefore, the class guide, who implements teaching resources to achieve an end, must enter this world and provide several of the elements there present with a pedagogical intention.

A good teacher uses a variety of materials according to the learning styles and needs of his students. To approach a topic they use concrete, printed, visual, audiovisual and interactive materials, without ever losing sight of the didactic intention. A predominant characteristic in teachers who present a good teaching performance is that they really put into practice the strategies they designed for their students, allowing them to optimize time and resources in the implemented activities.

In addition, the student remains active in the classroom, the work develops around him, the teacher acts only as a guide, for this he organizes and guides the session. The activities carried out are both individual and in teams, in such a way that they create spaces for socialization in which respect, dialogue and inclusion prevail among the participants.

The teachers express that they know that there are different learning styles, but that they do not have them identified in their students. It was also possible to observe that they do not attend to the diversity existing in the classroom. This is denoted by the different works and materials used in the learning process, since the activities are not attractive to students.

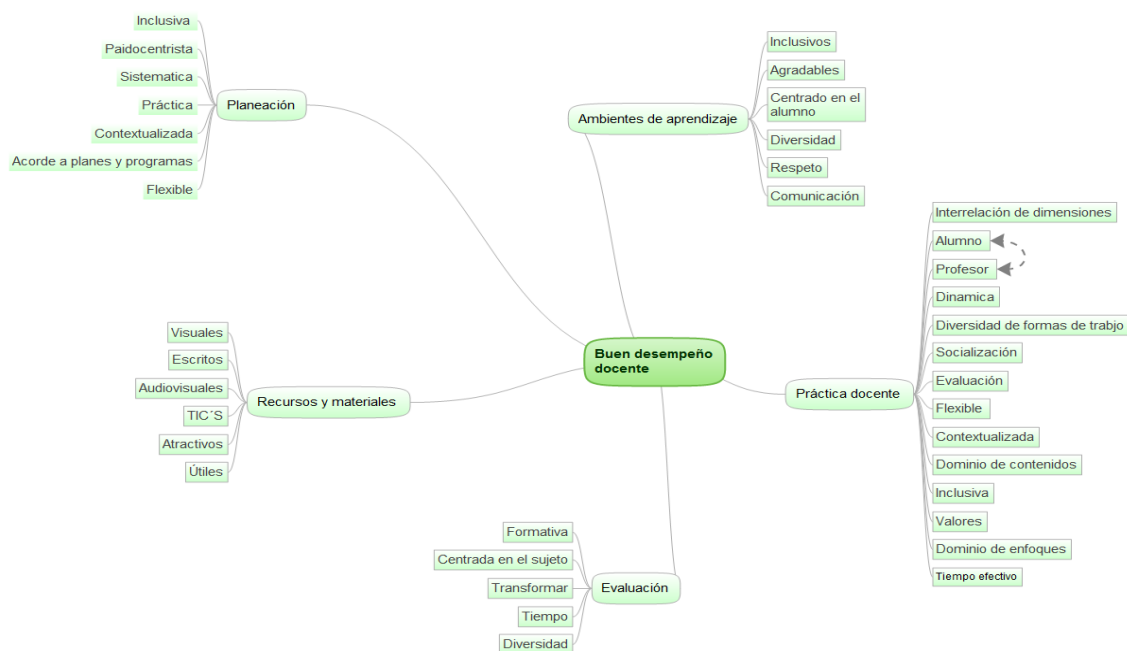
The teachers who participated in this research write an evaluation of the activities within their planning, some of them present instruments such as checklists, estimating scales or rubrics, but in their practice the use of these was not witnessed; what is appreciated is that the attitudinal evaluation or the recording of tasks are the most common or recurrent.

The subjects who achieved the best performance scores have evidence that they carry out an evaluation of the expected learning according to the children, but they state that the information obtained is not very useful, as they would like, because the time established for Working the study blocks and the time to upload the grades to the system do not allow adequate feedback on the difficulties that were detected.

But the evidence from the evaluations helps them reflect on their professional practice, since, when detecting some difficulties in the content, they recognize the areas of opportunity of their students. In addition, they allow them to reorient their practice through the adjustments they establish in their planning, therefore, they will design strategies that imply a challenge to promote the mobilization of knowledge of the students.

An element that was repeated in good teachers was the motivation for their daily work. Those who know that they are valued in their work environment, have a good relationship with their colleagues and with their immediate bosses, feel satisfaction for the activities they carry out, therefore, have great interest in their work, have clear objectives and display their full potential to achieve them. . According to Maslow's motivational theory (cited by Pila, 2012), it is necessary to have satisfied the physiological and security needs to access and comply with the social ones, which can be observed in the acceptance of teachers in the workplace, as well as in the relationships established between them, for the search for recognition; motivate the teacher in his work to achieve an assessment by people inside and outside the institution.

**Figura 2. Buen desempeño docente**



Fuente: Elaboración propia

## Teacher characteristics with good professional practice

By contrasting the information from both stages of this research, it was possible to access the characteristics of the teachers who obtained very good or excellent teaching performance, which were reflected in Figure 3, made up of several subcategories, one of them related to the professional being, in which a subject is perceived who has the teaching profile that allows him to carry out the position he holds.

It is worth noting that the teachers from whom these skills or characteristics are deduced do not settle for having a Bachelor's degree in Primary Education, but rather seek to be up-to-date, that is, they are constantly updated to face the challenges that arise in your professional practice.

In addition, they make efficient use of the time available to work with students. In his practice there are no downtime, children remain active throughout the school day. They also rationally manage the resources available to the institution for the benefit of students. These types of teachers do not use what they lack as an excuse, but rather innovate, make adjustments to transform the disadvantages of the school context into advantages. That is, they know the limitations that exist in their workplace, but this does not limit them to carry out their teaching duties in the best way.

Another subcategory is called Without distractors. A distractor means any situation or objects that provide a negative stimulus to people, and cause loss of attention or disinterest in the activity being carried out.

Through this study, it has been emphasized that teachers involve ICT in their professional practice in order to diversify teaching resources and motivate students, but technology has only come through the cell phone, which has affected their performance, since teachers constantly use it to be in contact with other people through social networks, they stay connected for a long time, with repercussions on classroom work and the attention of their students.

One more distractor is leaving the class group. In teachers with a regular or poor performance, it can be seen that they do not spend the entire school day in the classroom doing learning activities, because they are absent to talk with coworkers, for helping managers with administrative work. , or because they do not have the materials reflected in the school planning and go out to look for them.

When they leave the classroom they do not comply with some of the features of minimum normality, such as effective use of time in learning activities, or starting the school day on time, therefore, the students remain alone. The role of the teacher should be a guide in the learning process, but the students, lacking their presence, restrict their learning, hence the results obtained are not ideal.

A characteristic of teachers with good teaching performance is the absence of these distractors within their professional practice: they stay the school day in the classroom, they allocate the time to attend to the needs of the students and to the learning processes.

Another peculiarity is the motivation that is observed in teachers who have four or fewer years of working in the educational institution. They carry out their work with great joy, as well as with an energy that drives them to give the extra in their work, they strive so that the students have a good learning process.

Their profession is to provide a service to others, therefore, in their actions respect for students and their work predominates. At every moment they try to give the extra so that the students achieve the expected learning, even if there are adversities around them.

These teachers, moreover, are not satisfied with just achieving what is established in the study program, but rather direct their efforts so that the student can have a comprehensive education as an individual that allows them to successfully face the challenges that society

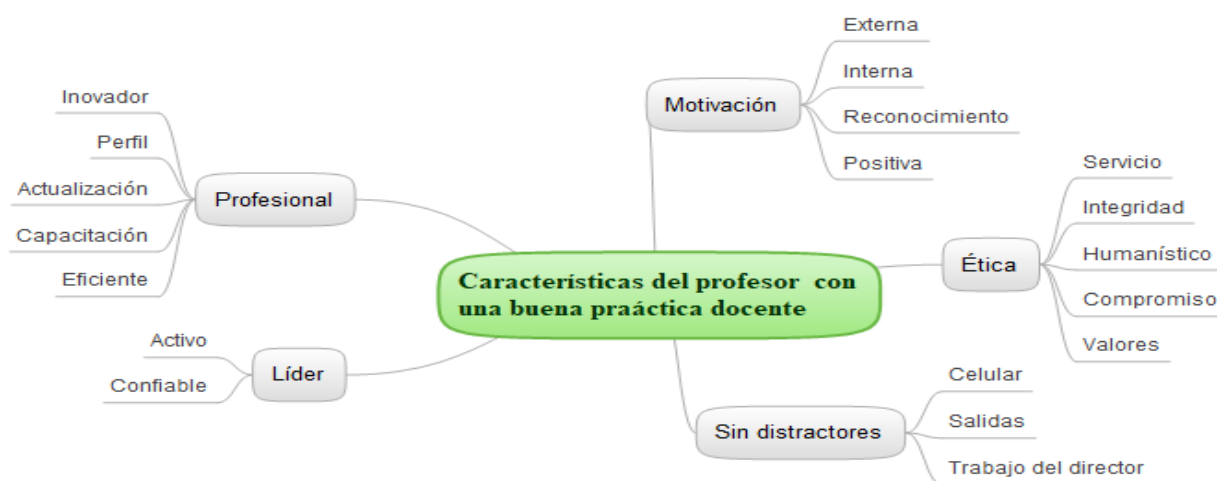


demands. Therefore, not only do they have the profile required to practice the profession, but they also have the vocation that allows them to do their job with pleasure and find satisfaction in it.

One more characteristic of a good teacher is that of being a leader, not as someone who exercises his authority over others, only because of the position he holds, but as someone who is involved in personal relationships that occur in the classroom, who, Through his behavior, he influences the behaviors of his students, thanks to which he involves them in collaborative and individual work to reduce the needs or weaknesses detected in the annual plan and thus achieve the established goals. The leader, according to Pascual (quoted in Vázquez, 2012), "has a social ability to invade the follower's ego and change his will to where he wants, achieving his confidence" (p. 17).

In Bass's words (quoted in Vázquez, 2012), he is a transformative leader, who, through the charisma, the trust provided, as well as the motivation, involves students in a process of positive responses in their learning. , skills and attitudes, even when there are resistances in the group.

**Figura 2.** Características del profesor con una buena práctica profesional



Fuente: Elaboración propia

## Discussion

Teacher evaluations have been in constant evolution. Initially, the voluntary evaluations were implemented, which sought to modernize and update the teaching staff; In addition, through courses and exams, they could access a better financial remuneration. However, in recent years a drastic change has been witnessed: this type of exercise became mandatory: stress and uncertainty began to prevail.

Over time, an immutable variable to make a judgment of teacher performance has been the decontextualized standardized tests, which, through a discourse of knowing the areas of opportunity for teachers, have only served as a measure of comparison and disqualification of teachers. Taking this into account, this research agrees with others regarding the need to establish different evaluation instruments (Aboites, 2012; Flores, 2008; Martínez, 2016; Sanmartín, 2010). For Santiago et al. (2012), "Standardized tests do not consider the specific context teachers face and ignore the specific objectives of the schools where they work" (p. 122).

According to the results specified in Table 3, which implied not rejecting the H<sub>0</sub>: there is no relationship between teacher performance and teacher performance in a standardized assessment, here it is considered essential to evaluate teacher performance from practice teacher's professional, since it will really have contextualized information about the teacher's actions, taking into account what he faces every day.

Therefore, it is essential to pay attention to different dimensions that make up teacher performance. In the present investigation it was found that 53.84% of the sample presented lesson plans that were not prepared by the teachers who participated in this investigation. This is not anything if you take into account that, according to Gómez (2008), planning is the scheme in which the teacher organizes his actions according to his practical knowledge, which emerges and evolves in the different situations he faces. While for Monroy (1998) in this the teachers capture their disciplinary, pedagogical knowledge and professional ethics.

Finally, the results stipulated in tables 4 and 5 are equally important, which provide evidence to reject hypotheses H<sub>0</sub>: there is no relationship between the teacher's performance with the years that the teacher has been working in the institution, as well as H<sub>0</sub>: There is no relationship between the teacher's work experience with his teaching performance. But the existing relationship is negative, therefore, it is necessary to review the different classifications of the stages of the teaching service cycle (Huberman, 1990; Serrano, 2012;

Sikes, Measor and Woods, 1985) to return to the teaching experience as a field to advance both in the vertical and horizontal flowchart.

## Conclusions

Having a continuous evaluation of teaching performance from the perspective of professional practice allows having real and contextualized evidence of the situations faced by the teacher in his daily actions during different moments of the school year, therefore, the areas of opportunity are detected from each teacher, from the school and even from the school zone, which becomes an input to develop a plan to reduce this, in order to have an impact on professional performance and by extension on the student's learning process.

In addition, it is necessary to have continuous training that enables the teacher to develop tools to systematically and critically reflect on their educational actions, so they can identify their weak areas, and establish their path of preparation or updating, which will allow them to choose and study what You really need to improve your performance, and not acquire an academic degree just for studying, since the evidence produced in this study is that there is no relationship between the professor's academic degree and his teaching performance.

Another aspect that must be modified to improve teaching practice is to eliminate, as far as possible, the teachers' comfort zone. In this investigation, it was found that teachers who are working for more than five years in the same institution, or attending the same school grade, acquire a harmful level of confidence regarding their performance, since it makes them fall into routines that make development impossible. of improvements, both in their own professional practice and at a collective level. On the other hand, those teachers who have little time in an elementary school strive to do their work in the best way, therefore, they apply new alternatives to promote the learning process, which allows them to stand out among the teaching staff, by as well as receiving recognition from both parents and managers.

It is also considered essential that an entrance or promotion evaluation take into account the preparation for the position to which you want to enter, the years of experience in teaching or the immediate previous position to be able to obtain a promotion to deputy director, director , pedagogical technical advisor or supervisor, since passing an exam does not guarantee mastery of the pedagogical or administrative aspect.

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<b>Rol de Contribución</b>	<b>Autor (es)</b>
<b>Conceptualización</b>	Guadalupe Iván Martínez Chairez Principal. Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Apoyo)
<b>Metodología</b>	Guadalupe Iván Martínez Chairez, Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Igual)
<b>Software</b>	Guadalupe Iván Martínez Chairez Principal. Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Apoyo)
<b>Validación</b>	Guadalupe Iván Martínez Chairez, Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Igual)
<b>Análisis Formal</b>	Guadalupe Iván Martínez Chairez Principal. Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Apoyo)
<b>Investigación</b>	Guadalupe Iván Martínez Chairez, Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Igual)
<b>Recursos</b>	Guadalupe Iván Martínez Chairez, Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Igual)
<b>Curación de datos</b>	Guadalupe Iván Martínez Chairez, Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Igual)
<b>Escritura - Preparación del borrador original</b>	Guadalupe Iván Martínez Chairez Principal. Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Apoyo)
<b>Escritura - Revisión y edición</b>	Guadalupe Iván Martínez Chairez, Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Igual)
<b>Visualización</b>	Guadalupe Iván Martínez Chairez, Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Igual)
<b>Supervisión</b>	Guadalupe Iván Martínez Chairez, Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Igual)
<b>Administración de Proyectos</b>	Guadalupe Iván Martínez Chairez, Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Igual)
<b>Adquisición de fondos</b>	Guadalupe Iván Martínez Chairez, Ana Yocihra Esparza Chavez, Rosa Isela Gómez Castillo (Igual)